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TYPE B PROGRAMS FOR THE TRAINABLE MENTALLY HANDICAPPED IN MICHIGAN.

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ADMINISTRATIVE PRACTICES INCLUDING ELIGIBILITY CRITERIA AND EVALUATION OF THE TRAINABLE MENTALLY HANDICAPPED, TEACHING CERTIFICATION REQUIREMENTS, AND THE DUTIES OF TEACHER AIDES ARE DISCUSSED IN THIS GUIDE. HOUSING, INCLUDING EQUIPMENT AND SUPPLIES, IS DESCRIBED. OTHER TOPICS INCLUDE DAILY SCHEDULES FOR OLDER AND YOUNGER GROUPS, CLASS SIZE, COUNSELING WITH PARENTS, AND PROGRAM EVALUATION. EXTRA SERVICES, INCLUDING COMMUNITY INVOLVEMENT, HEALTH AND SOCIAL AGENCIES, AND PROFESSIONAL ASSISTANCE ARE DESCRIBED. OTHER FACTORS, SUCH AS TRANSPORTATION, TUITION, AND STATE AID ARE PRESENTED. A BIBLIOGRAPHY OF 39 REFERENCES FOR BOTH LAY AND PROFESSIONAL WORKERS IS INCLUDED. (VO)

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TYPE B PROGRAMS

For The

TRAINABLE MENTALLY HANDICAPPED

In Michigan

EC 000 579

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

We believe that every person is important, has worth, and is endowed with human dignity.

We believe that everyone is unique.

We believe that American citizens are born free and equal.

We believe every person has a right to the opportunity to attain his potential.

We believe that children who are mentally handicapped and who have the potential for partial social competence have the right to the opportunity to reach this potential.

In 1952, the program for the education of the mentally handicapped was extended to include educational programs for these children. Since then a special educational program, called "Type B", has grown steadily in our state. The 1962 legislature made an additional provision for county sponsored programs for trainable individuals. Since this program and the Type B program are both designed for the trainable mentally handicapped child, the suggestions contained in this bulletin will likely apply to either program.

This bulletin is designed to explain the Type B Program, and assist in its development and growth. I am particularly grateful to the subcommittee of the Curriculum Committee on Education of Exceptional Children for their effort in developing this bulletin. The members of the committee were Gail Harris, Department of Public Instruction, Chairman; Mabel Bell, Type B Program Teacher, Berkley Public Schools; and Edith Renwick, Type B Program Teacher, Romeo Public Schools. I believe that you will find it informative and helpful in planning effective programs.

Lynn M. Bartlett

Lynn M. Bartlett
State Superintendent of Public Instruction

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I. THE ELIGIBLE PUPIL

Definition

The trainable mentally handicapped child is, first of all, a child. He has the same basic needs for affection, security, acceptance, recognition, and guidance as other children. He differs to the extent that he has potential for only partial social competence in family and community life.

The terms "moderately retarded" and "trainable mentally handicapped" are both widely accepted in referring to the pupils served by the Type B program. They are designated by the latter term throughout this bulletin.

The trainable youngster is unable to benefit greatly from programs designed for the educable mentally handicapped youngster, since these programs cater to an intellectual development of one-half to three-quarters of the norm. Intellectual development of the trainable mentally handicapped child ranges from one-third to one-half of the norm, thus necessitating a special educational program appropriate to this capacity for learning.

Although mental retardation is the primary handicap, many of these children have multiple handicaps, such as vision, hearing, or motor disabilities. Due to a low mental age, these youngsters usually impress one with their social immaturity. Language development is often limited. Yet, they may be trained to care for their personal needs and to function well in the family setting or in a sheltered environment.

Criteria for Admission to Reimbursable Programs

A pupil may be considered mentally handicapped as determined through adequate diagnostic study, and may be enrolled in the program, if he is:

> "...mentally handicapped but the prognosis indicates that he may appear neither academically educable nor potentially socially competent, but who may with training live in the community under family supervision."[1]

The Attorney General of Michigan, in Opinion Number 4085 in 1962, has further defined (in part) a trainable mentally handicapped child as one who, as determined by adequate diagnostic study:

> Has not reached his 21st birthday.
>
> Is developing at the rate of 1/3 to 1/2 of a normal child, or whose intelligence quotient is roughly between 30 and 50 as determined by test.
>
> Is ineligible for classes for the educable mentally retarded.

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[1] Department of Public Instruction, "How Michigan Serves the Mentally Handicapped", Circular #6, Lansing, Michigan, 1963.

Has potentialities of self-care, for social adjustment in the home or neighborhood.

The pupil in this program can at best assume only partially his responsibilities in the family and the community.

In addition to adequate diagnostic study, the establishment of an educational planning committee is also recommended in each public school system operating a Type B program. The planning committee would be responsible for developing an educational plan for pupils referred for study to this program. The personnel of the educational planning committee may vary in different school districts. In most instances this committee will include some or all of the following: the director of special education, the school diagnostician, the nurse, the curriculum consultant, the principal, the visiting teacher, the referring teacher, and the teacher of the mentally handicapped. The educational planning committee would make a group recommendation to help assure the best possible educational program for the child being considered. The group might also recommend referral to appropriate community agencies for noneducational areas of need.

Both the chronological and mental age range of the group of children should be considered, in addition to other pertinent factors, when attempting to determine the advisability of placement of youngsters in the Type B program.

It is important to maintain close chronological groupings where possible. An elementary level program should be organized first to serve youngsters up to the age of 14. An additional program for trainable mentally handicapped pupils over 14 years of age may also be needed.

The mental age of the child should be considered in reference to the other children in the program, when placement is considered. The child will usually have low enough mental development so he will be unable to gain maximum benefit from a Type A program for the mentally handicapped child who has potential social competence. The child considered for the Type B program should be sufficiently intelligent so that he will gain from the educational stimulus provided in this program geared toward the child who will eventually be only partially socially competent. His stage of mental development at the time of admission to the program will usually be comparable to a three-year-old-level.

The developmental history should include all available information about the child's developmental progress; including age of walking, talking, prenatal information and health information.

Any pertinent information, such as multiple handicapping conditions, should be reviewed. Vision and hearing test results should also be known and referrals made when necessary to diagnose and prescribe for any other handicap which seems to be hindering progress toward the child's educational potential.

School usually require that these students be ambulatory, have ability to make wants known, and be toilet trained.

Behavioral information should be reviewed. The child should have adequate behavior patterns so that he will not be a hazard to himself or to the group.

Exclusion of Pupils

It sometimes becomes necessary to exclude a pupil from the school program. Exclusion would probably only occur in rare instances, such as if a child were dangerous or unfit to be with other members of the group, or if he had reached his potential for growth in the program. Age is another factor sometimes leading to exclusion but preferably to the establishment of a program for older youth.

Individual Evaluation

After placement in the program it is very important to evaluate continuously each individual in several areas. This bulletin has a section on "Criteria for Program Admission" which indicates several evaluative areas to consider before placement of an individual in the Type B program. These evaluative areas should be considered throughout the school program when assessing individual growth and developing immediate and future goals for the student.

In addition to the aforementioned factors of evaluation, there are several criteria in the instructional program which should be considered frequently in terms of ultimate goals. Progress in these areas should be considered:

Self-care - Personal grooming, dressing independently, good health habits, proper care of clothing.

Social Adjustment - Follows directions, plays and works well with others, shares with others, is courteous, controls emotions, communicates adequately, shows good mental health, respects property of others, is dependable, takes pride in his work and in the work of others in the group.

Coordination and Physical Training - Walks well, runs, hops, skips and jumps, participates well in circle games, relays, marching, catches and bounces a ball, plays simple ball games and other games appropriate to his abilities. Is progressing in areas of fine muscle co-ordination.

Manipulative Play - Assembles puzzles and take-apart toys, uses building toys and blocks well, strings beads, places pegs in peg boards.

Arts and Crafts - Colors within lines, uses scissors adequately, pastes, traces, finger paints, does free hand creative drawing, manipulates clay, works with many craft materials, and uses hand tools well. Creativity should be encouraged and stimulated.

Music - Participates in rhythm band and other rhythm activity, joins in group singing and action songs, enjoys listening and dancing to music, and is tone conscious.

Developmental Concept Skills - Recognizes and/or prints own name, address, and phone number, communicates with gestures, words, expressions or sentences, does simple rote and object counting, and has some number concepts, recognizes money denominations, tells time on the hour and half hour, and understands these concepts:

size - shape
distance - direction
quantity - time
before - after
left - right
up - down

Communication with parents regarding these evaluative areas should be continuous. Thus, hopefully, parents will gain a greater understanding, appreciation, and acceptance of the child's level of functioning at a particular time. Home and school may then cooperatively strive toward common realistic goals for the child.

II. THE PROGRAM STAFF

The Teacher

A valid Michigan teaching certificate and special preparation as approved by the Superintendent of Public Instruction are requirements for the teacher in this program. High quality personnel is vital to the success of this program. The teacher in the Type B program should be not only interested in this educational program, but have outstanding background in working with children, including experience and training.

The successful teacher of the trainable child:

- has an enthusiasm for the work
- understands child growth and development, especially as applied to these children
- is able to look at each child objectively
- understands the ability of each child and the implications of his handicap
- emphasizes the positive assets of each pupil
- can communicate with the child on his level and use effective teaching methods
- can ably interpret the program to parents, and work with them toward common individual goals
- is aware of and demonstrates the ability to use available resources for the program

The teacher of the trainable mentally handicapped pupil needs to have personal characteristics of emotional stability, creativity, resourcefulness, unlimited patience, initiative, warmth, and a sense of humor.

The teacher should have a sincere desire to help the child develop to his greatest potential in group and individual objectives.

The Teacher's Aide

Some school districts may find it helpful to the program to employ an aide to assist the teacher. The following are possible criteria for the teacher's aide.

The aide should:

1. Be motivated by an interest in all children, especially in the care and training of the exceptional child.
2. Be a mature person whose own personal needs do not interfere with job performance.

3. Have a high school education or equivalent and some experience in typing.

4. Be able to devote regular hours to the job.

5. Be able to work cooperatively with the teacher, recognizing the limits of the role of teacher's aide. For example, the teacher has responsibility for the total program which includes supervision of the teacher's aide.

   The building principal, special education consultant, the teacher, and the teacher's aide might cooperatively determine the duties of the teacher's aide in respect to the specific program involved.

Following is a suggested list of duties for the teacher's aide:

1. Assisting the children with clothing at arrival, toileting, and dismissal, helping individuals to manipulate own clothing as much as possible.

2. Assisting children and maintaining a room in which children can enjoy lunch and learn good eating habits.

3. Performing general housekeeping tasks.

4. Preparing for the rest period.

5. Helping the teacher with individual children in a group activity, i.e., rhythms, games, coloring, and other hand work. Likewise, assisting in the group as the teacher works with individual children.

6. Typing -- materials for use with parents, correspondence, etc.

7. Making ditto masters and duplicating them. Cutting stencils and running them off.

8. Preparing materials to be used as teaching devices for projects, craftwork, etc.

9. Displaying children's work, preparing bulletin boards to emphasize and aid in teaching core subjects, i.e., safety, science.

10. Filing and general tasks which promote orderliness and set a good example.

11. Assisting with physical health and playground periods.

12. Assisting in any other duties which will be helpful to the teacher in providing a good educational program.

III. THE TYPE B PROGRAM

A. Education of the Trainable Child

Objectives

Group objectives for the Type B program should be concerned with mental, physical, emotional, and social development. To realize these goals, certain appropriate individual goals should be developed in accordance with the needs of each child in the program.

Suggested goals for the individual might be:

1. Mental Hygiene - The program should stress the development of a well adjusted personality so the child may experience inner contentment and happiness at home, in school, and in the community.

2. Self-care, physical health and safety - The program should stress personal grooming, clothing manipulation, and also instill a basic knowledge of the preservation of a healthy body and an awareness of safety rules.

3. Communication and language development - The program for the child should emphasize language development so he will be able to express his needs and ideas in an understandable manner.

4. Social competencies - The educational program for the trainable mentally handicapped pupil should emphasize character training areas which will make him acceptable to the society in which he is functioning. This would include individual habits and attitudes, responsibilities, manners, and the ability to relate to himself and others.

5. Worthwhile use of leisure time - The children in this program should be helped to have a reserve of ideas for the worthwhile use of undirected time. Special interests, hobbies, and group activities might be encouraged. An aesthetic appreciation and knowledge of the environment should be fostered.

6. Motor coordination - Gross motor coordination ability, or the use of large muscle activities, should be emphasized first before activities of fine motor coordination (such as eye-hand coordination) are developed. The program should continuously emphasize this often difficult area of gross motor coordination.

7. Family and home living skills - The educational program should stimulate the development of the child so he will become a contributing member of the family unit.

The program for older trainable mentally handicapped youngsters stresses social skills, habits, and responsibilities, economic usefulness (particularly in home skills) plus community involvement. The program for these older pupils would involve more advanced adaptations of the preceding individual goals. Academic content, such as the use of reading books, is not stressed in this program.

Concrete methods and materials are usually much more effective in developing these individual goals than are abstract methods. Please refer to the sample daily schedules for suggestions for attaining these goals.

Size of Classes

Since programs for trainable youngsters stress individual attention and parent counseling, it is imperative that class size be limited. A recommended number for a trainable group would be about ten children. When a teacher's aide is employed, class size could be slightly larger, but should be no more than fifteen, as more than 15 might destroy the value of a low pupil-teacher ratio as it relates to providing for individual assistance to the children.

Daily Schedules

Trainable mentally handicapped youngsters, as well as other youngsters, need the security of a farily stable daily routine. Scheduling must be developed around the needs of the individuals in the program. Flexibility in scheduling must be allowed. Some of the children in the Type B program, due to physical disability, short attention spans, etc., may receive maximum benefit from a half-day program only.

Michigan teachers have submitted the following activities which may be incorporated in daily routines. These activities are suggestive and should be adapted to the particular program and needs of the individual group.

Younger Trainable Group

1. Arrival greetings: Care of coats - socialization.
2. News sharing time: Opening exercises - being seated.
3. Language development training: Finger plays concrete learning materials and experiences.
4. Concept development: Spatial awareness, number concepts.
5. Physical Education and Coordination Training: Rhythm exercises, marching, (gross muscle development activities) puzzles, peg boards, stringing beads, lacing shoes, buttoning buttons, zipping zippers, building blocks, coloring (eye-hand coordination activities).
6. Noon: Lunch (proper eating and social habits), rest and relaxation.
7. Self-care activities: Combing hair, shining shoes, washing face, cleaning nails, brushing teeth.
8. Story period: - Sometimes "creative," based on child experience.
9. Health, safety and sense training: Recognizing signs for self-protection, i.e., "Stop", recognizing colors.
10. Arts and Crafts: Cutting, pasting, sewing cards, weaving, craft projects, finger painting, clay modeling.

11. Music: Singing, folk dancing, and musical expression.

Older Trainable Group

1. Arrival greetings: Care of coats, routine duties, socialization.

2. News sharing time: Opening exercises.

3. Language development training: Experience charts, concrete functional learning materials, i. e., telephone, writing names knowing days of week, dramatization, listening.

4. Number concepts: Counting money, reading thermometer, review of earlier concepts, measurements, telling time, buying groceries.

5. Coordination training: Progress in areas mentioned under "Younger Trainable Group."

6. Noon: Lunch, rest and relaxation.

7. Self-care activities: Washing self, combing hair, care of clothing, health information.

8. Family life activities: Cleaning house, learning to sweep, making beds, cooking and setting the table, gardening, mowing lawn, sewing, washing dishes, care of pets, washing clothes.

9. Story period: Stories, within the range of the children's understanding. Some stories might have social studies concepts involved.

10. Safety education: Functional reading and other activities for self-protection.

11. Arts and Crafts: Woodwork projects, leatherwork, craft projects, tile work, using basic tools, and continuation of the art used with the younger groups.

12. Music and physical education: Singing, folk and square dancing, games, original songs and dances, calisthentics.

In both groups, there definitely should be a time for free activity of the child's choice. This would be teacher supervised, but not teacher directed.

Program Evaluation

The program should be continuously evaluated, in terms of immediate and long range goals for both the individual and the group. The evaluation should consider the met and unmet needs of the program. Both parent understanding and pupil progress should be considered.

The Type B program teacher, the local administrators, school superintendent, building principal, local special education administrator, and other professional educators (such as at the intermediate and state level) might cooperatively assess the program, and make recommendations for the implementation of programming which will meet the desired and express goals.

B. Counseling with the Parents

There are at least four major objectives to be considered in counseling parents toward a realistic understanding of the trainable mentally handicapped child. Other objectives will be determined according to the specific situation.

These basic goals of parent counseling are:

1. To provide accurate knowledge regarding mental retardation, its etiology and, if possible, the prognosis for their child.

2. To encourage an appropriate emotional climate for parents to discuss freely their concerns, thereby relieving possible misunderstandings, fears, and/or guilt feelings.

3. To plan cooperatively for the child so that consistent goals may be established between the home and the school.

4. To achieve an understanding of the personality development of the child, and cooperatively assess future problems so that realistic planning for action may occur.

The above objectives may be met in several ways, such as:

1. Individual family conferences with one or both parents present both in the home and at school.

2. Small groups of parents brought together with planned objectives based on the developmental needs of the group.

3. Evening meetings for the entire parent group with a speaker, panel, or film, etc., to meet known needs of the group. Allow for free discussion and refreshments. Encourage parents to suggest program material and make suggestions for programs for which they feel a need.

4. Opportunities for mothers to join the children for a program, lunch, or some holiday gathering.

5. Provide or refer to reference material for parent use in pamphlets and hard cover library books suitable for lay reading.

6. Other special education personnel such as the diagnostician and speech correctionist should be used as resource persons to aid the teacher with specific areas of development whenever appropriate.

IV. SUGGESTED ROOM EQUIPMENT AND SUPPLIES

This listing is given as an example only. Equipment and supplies should be purchased according to the needs of the particular program and individuals enrolled in it.

Large Equipment (basic for programs for younger and older trainable youth)

- Student desks or tables
- Chairs of proper height
- Teacher's desk and chair
- Steel file
- Living room furniture
- Storage cabinets
- Full-length mirror
- Small group table
- Bed (for housekeeping instruction)

Other suggested equipment:
- piano and/or phonograph available
- available film projector
- rocking chair

Specific for younger children --
- small table and chair set
- doll play items
- other "teaching" toys

Specific for older group -------
- work bench
- sewing machine (treadle)
- refrigerator
- stove
- sink
- cupboards
- ironing board and iron

Outdoor Equipment

- Swings
- Slide
- Merry-go-round
- Sandbox area and equipment
- Monkey bars
- Utility ball
- Wagon
- Outdoor and garden tools, such as hand lawnmower, shovels
- Others

Small Supplies and Materials

- Aquarium
- Records
- Scales
- Housekeeping and cleaning equipment
- Arts and crafts materials--newsprint paints, clay, finger paints, scissors, construction paper, finger paint paper, paste, large needles, stringing beads, paper plates, lacing plastic, weaving materials
- Cooking equipment
- Rhythm instruments
- Hollow blocks
- Dolls
- Dishes
- Lincoln logs and other blocks
- Puzzles
- Woodworking tools
- Screens
- Painting easel
- Lacing shoe
- Balls
- Flannel board
- Rubber farm animals
- Toy trucks
- Picture books
- Take-apart toys
- Toy telephones
- Models of good grooming aids
- Others

V. EXTRA SERVICES

Community and Agency Involvement

The extent of community involvement depends much upon the administrator and the teacher who must serve as public relations persons. They need to be aware of resources within the community which can help to implement and supplement the program.

It is essential that the teacher be familiar with professional, public, and private agencies concerned with children, especially those dealing with the mentally handicapped.

If there are places of interest to these children, arrangements can be made for them to visit. For example, the zoo, animal farms, parks, creameries, hatcheries, etc., can be valuable learning laboratories. The teacher may need to explain the limitations of the children, depending upon the place to be visited. The parents, bus drivers, or other interested people may be called upon to help with transportation and supervision.

Whenever possible the older and/or more able students should be taken to stores to participate in buying and to learn acceptable behavior in public.

Members of Future Teacher's Club can be encouraged to observe and assist in the classroom.

People trained in specific crafts, such as 4H Leaders, Scout Leaders, as well as the art and music personnel of the school system can be invited to work with the students in the Type B program.

The milkmen, deliverymen, cafeteria workers, custodians, bus drivers and others who have contact with the room, can serve as public relations persons if we help them to see these children as individuals who have real worth.

If these programs are to be accepted as a regular part of our educational system, others must understand them. Understanding may be enhanced by answering their questions concerning the objectives in the program, and how these objectives are accomplished.

Health and Social Agencies can be of help in working with mentally handicapped children. For example:

1. Guidance or Diagnostic clinics for special problems -- Hawthorn Center, Lafayette Clinic, and the Child Guidance Clinics.

2. Mental retardation clinics -- University of Michigan.

3. State or County Departments of Health will work in connection with the school on special problems.

4. Society for the Prevention of Blindness.

5. Michigan Crippled Children's Commission.

6. Cerebral Palsy Association.

7. Goodwill Industries -- Special Services for older retarded.

8. Vocational Rehabilitation.

9. Social Welfare Agencies.

Other organizations which provide assistance for mentally handicapped individuals:

1. Private or parent organizations for the mentally handicapped: National Association for Retarded Children, Michigan Association for Retarded Children, (the county unit, and/or the local group).

2. Schools, universities, and institutions which have an interest in or have definite services for the trainable individual may provide services.

3. Private residential facilities.

4. Business and social clubs which sponsor activities for the retarded.

Professional people who can help in related areas such as psychology, social work, neurology, medicine, and general education may also offer assistance with specific problems. They would be in addition to those working in the universities in the field of mental retardation, local or intermediate school district special education consultants, and those in the special education division of the State Department of Public Instruction.

Other special services, such as the School Diagnostician, the Visiting Teacher, Speech Correctionist, Art Consultant, Physical Education Consultant, and Music Consultant may be most helpful.

VI. OTHER FACTORS IN THE ADMINISTRATION OF THE TYPE B PROGRAM

Basic Considerations (State, County and Local)

Any local school district may sponsor a Type B program when provisions are made for an approved Type A and/or Type C program for the educable mentally handicapped youngsters. Programs for the trainable mentally handicapped are established on a permissive basis as are all other special education programs.

Local school districts usually start the program for the trainable mentally handicapped at the elementary level. This elementary program may extend to the age of 14. A program for older trainable youngsters may be established with permission of the State Superintendent of Public Instruction when an appropriate program and adequate facilities are provided. This program for older trainable mentally handicapped youngsters may extend to the 21-year age level.

Application for state special education reimbursement is made on Form SE-101, Application for Approval -- Special Education Programs for the Mentally Handicapped. Schools initiating this program should request this application form from the Department of Public Instruction.

The State Department of Public Instruction and the Intermediate School District Board of Education are usually used in an advisory capacity in establishing quality programs for the trainable mentally handicapped in local public school systems.

Housing of Program

The program for the mentally handicapped child who has potential for partial social competence may be housed in a public school building or other facility approved by the Superintendent of Public Instruction. It is usually advisable to have an exit door leading directly outside in the room used for this program. Since this program usually involves many large group activities, it is necessary to have a large classroom area or areas. Some "home" facilities are currently being used for this program with the intent of teaching home skills. Sink and toilet facilities should also be contained in the classroom. A shower is most helpful, since it provides a concrete method of teaching personal cleanliness.

Transportation

When it is not possible for the youngsters enrolled in the program for the trainable mentally handicapped to be transported by the usual means of conveyance used by the school system, other methods would have to be planned. Children attending this program frequently come from a wide service area and need special transportation routes. The Department of Public Instruction will reimburse a sending district an amount up to $200 per child attending an approved program for the mentally handicapped in another school district. This claim should be filed on the regular transportation claim CA-51A.

Tuition

Tuition reimbursement will be made by the Department of Public Instruction to send trainable mentally handicapped youngsters to approved programs in other school districts. Tuition reimbursement is claimed in the same manner as regular tuition reimbursement.

State Aid

The state reimbursement for an approved Type B program is two state aid memberships or 75% of the cost of the program up to a maximum of 15 pupils per teacher.

Additional information about the Type B program or the County Program for the Trainable Mentally Handicapped may be obtained from the Special Education Consultant, Department of Public Instruction, Lansing, Michigan.

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